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ABSTRACT

The guide for an inservice course in career education is presented in 14 units designed to be used together as a complete course or selectively as learning modules for developing new skills or reviewing previously learned concepts. The course covers: definitions and concepts, historical antecedents and rationale, career development theories, national career education models, career education and the curriculum, career awareness in the elementary school, junior high school and senior high school career education, senior high school program implementation, roles and functions of school personnel in career education, the community involvement concept, procedure for program establishment and implementation, inservice training, procedures for personal involvement, and the future promise of career education. For each unit, student objectives, suggested learning activities, curriculum materials, and supplemental materials are listed. (Author/HS)

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Tri-County Career Education Project

Allegany-Garrett-Washington Counties State of Maryland

CAREER EDUCATION: AN INTRODUCTION

An In-service Course Developed Under Section 211 Of

The Appalachian Regional Development Act

CE006471

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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This in-service course with accompanying resource materials was developed to be utilized by educators. These materials may be used to develop new skills and knowledges or as a means of reviewing previously learned skills and concepts. These learning units may be used together as a course or appropriate units may be selected to be used separately as learning modules.

It is expected that the instructor using these materials will adapt them to accommodate the audience whom he is serving. This means that he must periodically update these materials, supplementing existing resources with new resources which are constantly being developed. He should also feel free to change any part or parts of these units in an effort to achieve objectives which are appropriate for the educators with whom he is working.

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Unit I. Career Education: Definitions and Concepts

Objectives:

1.1 Students will be knowledgeable about career education elements, concepts, and goals presently emphasized at the national and state levels.

1.2 Students will be able to state three major reasons for writing career education objectives.

1.3 Students will be able to differentiate among three current methods of stating career education objectives.

1.4 Students will be able to identify the basic components of career education objectives.

1.5 Students will be knowledgeable about the developmental viewpoints and expressed criticisms of career education.

Suggested Learning Activities:

1.1a Administer a Career Education Opinionaire to class. Tabulate results and use as a basis of discussion. (Could be used as evaluative criteria).

1.1b Discuss with students definitions of career education, career education concepts, goals and objectives.

1.1c Have students compare elements, concepts, goals and outcomes of several career education models (Ohio, New Jersey, Wisconsin, Maryland).

1.2a Using sample career education curriculum guides, extract representative samples of statements of objectives for the implementation of career education programs.

1.2b In a brainstorming session, have the class members list on the board as many goals of career education as they can think of, regardless of their merit. Then discuss what is on the board, edit, debate, add, or combine goals, until the class reaches a consensus that the remaining goals are consistent with the definitions which they produced previously.

1.2c Have students in pairs formulate three performance objectives for one of the goals previously established. (Insofar as possible, allow students to select goals they wish to work on, but cover all goals). Share results with class and discuss their merits. Are they reasonable? Realistic,

1.3a Divide the class into study groups for the purpose of discussing and analyzing various career education curriculum materials that are accessible. Ask each group to note the organizational format used in the materials, how goals and objectives are stated and interrelated.

1.3b Regroup the class and summarize the results of the groups' discussions.

1.3c Members of the class should demonstrate in some way what they understand to be the meaning of (a) goals or objectives, (b) functions, (c) outcomes. Relate these to the approaches of Tyler, Mager, Gagne.

1.3d Provide for the class members a list of themes for career development (see, for example, Herr, E. L. "Contributions of Career Development to Career Education, **Journal of Industrial Teacher Education.** Spring, 1972, 9, 3, 5-14) which they should convert into behavioral objectives or behavioral statements. The basic consideration should be how will children demonstrate their acquisition of the career development themes appropriate to their educational or age level?

1.4a To demonstrate their understanding of the concepts involved herein, have the class do micro-assignment in which each one:

a. takes a particular age and sex group
b. investigates the developmental characteristics of that group
c. states appropriate assumptions, values, research or opinion about what career development behaviors they should acquire
d. attempts to formulate operational objectives pertinent to career expectations
e. suggest some activities to fulfill the objectives
f. provides criterion assessments for measuring the outcomes of the activities

1.5a Divide the class into three groups. Assign the required reading to each of the groups for the purpose of the following:

1.) Extract the main points
2.) Points on which they agree with the author
3.) Points on which they disagree with the author

1.5b Extract the main points from the required reading. Use as a fulcrum for a debate the issues raised in the required reading.

1.5c In small groups, ask each student to share his personal definition of career education. Through this exercise various viewpoints of career education would be generated for discussion.

Curriculum Materials:

1. Havighurst, R. J., "Youth in Exploration and Man Emergent," In Man In a World at Work, edited by H. Borow, Boston: Houghton Mifflin, 1964.
2. Herr, E. L. and Cramer, S. H., Vocational Guidance and Career Development in the Schools: Toward a Systems Approach. Boston: Houghton Mifflin, 1972 (Chapters 5-8).
3. Herr, Edwin L., Review and Synthesis of Foundations Career Education, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio: March 1972, 57-71.

2.3c Divide the class into small groups for discussion. The following is suggested as a topic:

"The typical high school graduate possesses unfulfilled needs which could be mediated through career education. Such as . . . . . Ask them to enumerate the cited needs." Regroup the class and summarize the results of the group discussions.

2.4a Have the group discuss the different national, state, or local expressions of need for or support of career education and speculate about how these differences might reflect regional or local geographic characteristics, population factors, occupational alternatives available, and economic resources.

4. Hoyt, Kenneth B. and Rupert N. Evans, Edwin F. Mackin and Garth L. Mangum, **Career Education: What It Is and How to Do It,** Salt Lake City, Utah: Olympus Publishing Company, 1972, 123-132.
5. Marland, Sidney P., Jr., "The School's Role in Career Development." **Educational Leadership,** December, 1972, 203-205.
6. Maryland State Board of Education, "Career Education," Annapolis, Maryland: Resolution no. 1972-56. October 27, 1971.
7. Nash, Robert I., Agne, Russell H., "Career Education: Earning a Living or Living a Life." **Phi Delta Kappan,** 54:6, February, 1973.
8. U. S. Office of Education, **Career Education.** Washington, D. C.: U. S. Government Printing Office, 1972.
9. Vern, Grant. "Career Education: Not a Panacea," **Business Education Forum,** November, 1972, 3-4.
10. Worthington, Robert M., **Career Development for All,** Trenton, New Jersey: Department of Education, Bureau of Occupational Research Development, June, 1971.
11. Worthington, Robert M., "A Home-Community Board Career Education Model," **Educational Leadership,** December, 1972, 213-214.

Supplemental Materials:

1. American Vocational Association, **Career Education: The Third Yearbook of the American Vocational Association,** edited by Joel H. Magisos, Washington, D. C.: American Vocational Association, Inc., 1973, Part I, 13-70.
2. Herr, E. L., and Cramer, S. H., **Vocational Guidance and Career Development in the Schools: Toward a Systems Approach.** Boston: Houghton, Mifflin, 1972 (Chapter 2).
3. Herr, E. L., Contributions of Career Development to Career Education, **Journal of Industrial Teacher Education.** Spring, 1972, 5-14.
4. Illinois State Department of Education. **What is Career Education?** Springfield, Illinois (undated).
5. Kunzman, Leonard E., **Career Education in Oregon.** Oregon Board of Education (undated).
6. Stratemeyer, Florance B., **Developing a Curriculum for Modern Living.** New York: Teacher's College, 1947.

Unit II. Career Education: Historical Antecedents and Rationale

Objectives:

2.1 Students will be able to describe at least ten major historical emphases during the past 200 years in America which affected shifts in educational philosophy pertinent to career education.

2.2 Students will be able to list and identify the focus of five selected pieces of major legislation historically pertinent to career education.

2.3 Students will be able to discuss at least four recent educational and social needs which stimulated the development of career education.

2.4 Students will compare the similarities and differences relative to the emphasis in support of career education among different government agencies.

Suggested Learning Activities:

2.1a Have the members of the class compare their work values (i.e. their aspirations for their children) to those of their parents; their grandparents; their great grandparents; or do the same thing in a cross-sectional fashion (i.e. interview people from different occupational areas of different ages in decades—20-30, 30-40, 40-50, 50-60, 60-70, 70-80) and compare their perspectives.

2.1b Compare the second and third editions of the Dictionary of Occupational Titles (DOT) or two editions of the Occupational Outlook Handbook (ten years apart) and note the shifts in emphasis in the occupational structure. What are they? What factors would seem to be related? What do these shifts suggest for career education? Form discussion groups to answer such questions.

2.1c Present a formal lecture-discussion relating the historical antecedents to career education: TR: I could support this activity.

2.2a Present a formal lecture-discussion of the legislative antecedents of career education. This should not be an elaborate presentation but rather a summary of the significant, salient pieces of legislation.

2.2b Discuss the following topic in small group discussion:
"As one traces federal legislation from the early 1960's to the present, the intent and focus shifted from occupation-centered to people-centered. What implications does this finding have for present and future career education legislation."

2.3a To emphasize the growing complexity of job titles and expectations, have the students compare the "job openings" descriptions in the New York Times or other major urban papers today with a comparable page twenty-five years ago.

2.3b Discuss the recent employment problems of Ph.D. physicists, particularly in the aerospace industry, as they relate to fundamental or changing alignments of both the occupational structure and socio-economic conditions.

2.4b Request a state level and a local level career education consultant to discuss with the class the design for the implementation of career education in their state. It would be important to clearly identify the relationship between the role of state level and local level personnel in career education program development.

Curriculum Materials:

1. Bailey, Larry J. and Stadt, Ronald, **Career Education: New Approaches to Human Development,** McKnight Publishing Company, Bloomington, Illinois, 1973, Chapters 3, 6, 8.
2. Drucker, Peter F. "The Surprising Seventies," **Harper's Magazine,** 243 (July 1971), 35-39.
3. Goldhammer, Keith and Taylor, Robert E. **Career Education: Perspective and Promise;** Charles E. Merrill Publishing Company, Columbus, Ohio, 1972, Pages 15-29.
4. Herr, Edwin L. "Contributions of Career Development to Career Education," **Journal of Industrial Teacher Education,** Spring, 1973, 5-14.
5. Herr, Edwin L., **Review and Synthesis of Foundation for Career Education,** ERIC Clearinghouse, Center for Vocational and Technical Education, Columbus, Ohio, 1972, Pages 13-30; 37-44; 57-66.
6. Hoyt, Kenneth, Ruppert Evans, Edward Mackin, Garth Magnum, **Career Education: What It Is and How To Do It,** Olympus Publishing Co., Salt Lake City, Utah, 1972. pages 51-65.
7. Parnell, Dale, The Oregon Way: A State Plan for Applying Relevancy to Education. **American Vocational Journal,** 1969. Pages 14-17, 44-49.
8. Tyler, Gus, "Career Education and Society's Imperatives," **Essays on Career Education,** Northwest Regional Education Laboratory, Portland, Oregon, 1973, Pages 165-175.

Unit III. Career Development Theories and Careeer Education

Objectives:

3.1 Students will be able to discuss the distinction between trait-factor, decision-theory, psychological or personality, sociological, and developmental approaches to career development.

Learning Activities:

3.1a Create a problem situation in which there are possible alternative choices. Have small groups apply the decision theory concept of identifying alternatives, weighing their value, assessing the probabilities that they will yield different outcomes. Discuss the implications of this process.

3.1b Have the class complete Holland's Self Directed Search or Super's Work Values Inventory. Study the theory behind the instrument and discuss individual feelings about the outcomes of taking these instruments.

3.1c Have each class member do a personal career autobiography. Have him examine his decisions and attempt to explain his behavior in terms of the five career development categories that are appropriate.

Curriculum Materials:

1. Brayfield, A. H. and Crites, J. O., "Research on Vocational Guidance: Status and Prospect." **Man in a World of Work,** H. Borow (Ed.) Boston: Houghton Mifflin, Pages 310-410.
2. Clarke R., Gelait, H. B., and Revin, L., "A Decision-Making for Local Research," **Personnel and Guidance Journal,** 1965, 40-51.
3. Gross, E., "A Sociological Approach to the Analysis of Preparation for Work Life." **Personnel and Guidance Journal,** 1967, 416-432.
4. Herr, E. L., **Decision-Making and Vocational Development.** Guidance Monograph Series IV. Boston: Houghton Mifflin, 1970, Chapters 1, 2, 3, 5.
5. Lipsett, L., "Social Factors in Vocational Development," **Personnel and Guidance Journal** 40 (1962), 432-437.
6. Sharf, R., "Relative Importanace of Interest and Ability in Vocation Decision-Making." **Journal of Counseling Psychology** 17 (1970): 258-262.
7. Whiteley, John M. and Reenikoff, Arthur, **Perspective on Vocational Development,** Washington, D. C.: American Personnel and Guidance Association, 1972.

Supplemental Materials:

1. Caplow, T., **The Sociology of Work,** Minneapolis University of Minnesota Press, 1954.
2. Crites, J. L., **Vocational Psychology,** New York: McGraw-Hill Company, 1969, Chapters 2, 6, 8-12.
3. Herr, E. L., and Cramer, Stanley H., **Vocational Guidance and Career Development in the Schools: Toward a Systems Approach,** Boston: Houghton Mifflin, 1972, Chapters 6-10.
4. Herr, E. L., "Guidance and the Vocational Aspects of Education," **The Vocational Guidance Quarterly,** March, 1969, 178-184.
5. Katz, M., "A Model of Guidance for Career Decision-Making," **Vocational Guidance Quarterly,** 15 (1966) 2-10.
6. Osipow, S. H., **Theories of Career Development,** New York: Appleton-Century-Crofts, 1968.
7. Tiedeman, D. V., and O'Hara, R. P., **Career Development: Choice and Adjustment,** New York: College Entrance Examination Board, 1963.

Unit IV. National Career Education Models

Objectives:

4.1 Students will be able to discuss the implications of eight comprehensive career education model tenets in terms of developing and implementing school-based career education in the K-adult curriculum.

4.2 Students will be able to compare and contrast the scope and emphasis of the career education components which comprise the school-based career education model.

4.3 Students will be able to discuss the advantages and disadvantages of the employer-based model.

4.4 Students will be able to describe the technologies being utilized in the development of informational and instructional systems for the home/community-based model.

4.5 Students will be able to describe the rural/residential intervention techniques.

4.6 Students will be able to identify and describe at least one federal and state funded research-development and exemplary career education project in their own area of the state.

Learning Activities:

4.1a Discuss the major goals of the school-based model for career education.

4.1b Divide the class into discussion groups. Ask each group to analyze two goal statements.

4.1c Reform the groups and summarize the results of the discussion.

4.2a In a lecture-discussion format, present an overview of the school-based components.

4.2b Discuss the components of the school-based model. At what age level does each begin? Which continue throughout life?

4.2c Discuss the advantages and disadvantages of restructuring the curriculum around career education themes.

4.2d In a panel discussion composed of an administrator, a director of vocational education, a counselor, and at least one teacher, discuss the feasibility of organizing the curriculum around occupational clusters.

4.2e Organize and present a debate on the topic:
"Every student should develop entry level employment competencies in the occupation of his choice before leaving high school."

4.2f Explore some of the changes necessary to make guidance and counseling services more effective in aiding students with their career decisions.

4.2g Discuss learning activities at various grade levels that can provide opportunities to:

a. Test interests and aptitudes.
b. Explore and "try out" several occupations.
c. Learn about educational requirements and opportunities related to several occupations.
d. Learn about employer expectations.
e. Learn about expectations of post-secondary schools.

4.3a Discuss the advantages and disadvantages of the employer-based model as an alternative to the school-based model.

4.3b Invite resource persons to discuss strategies for implementing the employer-based model.

4.3c Have a panel composed of a trainer from a production plant, a trainer from a service office, a school director of curriculum, a director of vocational education, and a school administrator discuss the skills that can be better taught on site in business or industry than in the school setting. Also have them explain how related academics such as basic skills in communications and computation could be taught in business and industry along with other occupational skills.

4.3d List and discuss the primary objectives of the employer-based model.

4.4 Discuss the advantages and disadvantages of the home/community based model emphasizing the informational and instructional systems utilized.

4.5 Discuss the intervention techniques employed in the rural/residential model.

4.6a Identify a state or federal career education project. If possible, have a representative explain the project to the class.

4.6b Individually, or in small groups, visit a career education project and report findings back to class. Have representatives cover as many different models and types of projects as possible. (Exemplary, research and development, school-based, employer-based, etc.) Cover all components in reports.

4.6c Write to projects for information about their programs and share materials received.

Curriculum Materials:

1. Dull, Lloyd W., "The Cluster Concept in Career Education." **Educational Leadership,** December, 1972, 218-221.
2. Goldhammer, Keith, and Taylor, Robert, **Career Education: Perspective and Promise,** Merrill Publishing Company, Columbus, Ohio, 1972, 111-114.
3. **Guidelines for Developing the Exploration Component:** The Center for Vocational and Technicol Education, The Ohio State University, January 8, 1973, 1-47.
4. Hogans, Rex and John Svicarvich. "An Employer-Based Career Education Model." **Educational Leadership.** December,, 1972. Pages 222-224.
5. Parnell, Dale. "The Career Cluster Approach in Secondary Education." **Career Education: Perspective and Promise.** Edited by Keith Goldhammer and Robert Taylor, Columbus, Ohio: Charles E. Merrill Publishing Co., 1972, pages 55-61.
6. Raizen, Senta A. et al. **The Career Education Program: An Analysis and Plan.** Washington: The Rand Corporation. November, 1972. Pages 29-55.
7. Taylor, J. E., and Ernest K. Montague, and Eugene R. Michaels, **An Occupational Clustering System and Curriculum Implications for the Comprehensive Career Education Model.** Alexandria, Virginia: Human Resources Research Organization, January, 1972. Pages 1-81.
8. Worthington, Robert M. "A Home-Community-Based Career Education Model." **Educational Leadership.** December, 1972. Pages 213-214.

Supplemental Materials:

1. Budke, W. E., et al., **Career Education Practice.** Information Series, No. 65, VT017 221, ERIC Clearinghouse on Vocational and Technical Education, The Ohio State University,, The Center for Vocational and Technical Education, December, 1972, pages 9-25.
2. **A Competency-Based Orientation to Career Education.** The Ohio State University, The Center for Vocational and Technical Education, August, 1973, Chapters 2, 3.
3. "Introduction: Career Education Perspective," **Career Education: Perspective and Promise,** edited by Keith Goldhammer and Robert E. Taylor, Columbus: Charles E. Merrill Publishing Co., 1972, 1-12.
4. **The Job-Cluster Concept and Its Curricular Implications.** J. W. Cunningham, editor, Center for Occupational Education, North Carolina State University at Raleigh, 1969, 1-82.
5. Marland, S. P., "Career Education: More Than a Name," **Career Education: Perspective and Promise,** edited by Keith, Goldhammer and Robert E. Taylor, Columbus, Ohio: Charles E. Merrill Publishing Co., 1972, 43-52.

Unit V. Career Education and the Curriculum

Objectives:

1. Students will become familiar with career education curricular programs.
5.2 Students will perform selection, development utilization, and evaluation tasks related to career education instructional materials.
5.3 Students will become familiar with the concept of infusion as a possible method of implementing career education.

Learning Activities:

5.1a Examine materials describing the curricular programs of at least two career education programs and report on them to members of some organized group.
5.1b Plan a curricular program or one section of a total program for implementation in a specific school setting.
5.1c Present methods for devaluating a career education curricular program.
5.2a Visit a career education resource center or materials display to become familiar with the types of instructional materials being made available.
5.2b Review catalogs, brochures, and pamphlets in which new materials are described.
5.2c Visit an educational setting to observe how career education instructional materials are used.
5.2d Develop one item which might be used in a career education setting.
5.2e Demonstrate the use of this item to members of an organized group.
5.2f Conduct a survey to determine the types of materials available locally for use in a career education setting.
5.2g Participate as a member of a committee to preview and recommend acquisition of career education instructional materials.
5.2h As a member of a five-person curriculum evaluation committee, participate in the development of at least five evaluative criteria for a career-education infused curriculum unit.
5.3 Utilizing a recently-used curriculum unit as a guide, revise the unit infusing relevant career education concepts.

Curriculum Materials:

1. Anne Arundel County Board of Education, Selected career education curriculum, units K-12, Robert Jervis, Career Education Project Director, Annapolis, Maryland, 1971-74.
2. **Career Education: In-Service Teacher Education.** Peter G. Haines. Information Series No. 92. Columbus, Ohio: ERIC Clearinghouse on Vocational and Technical Education, The Ohio State University, 1973.
3. **Career Education: Teacher's Responsibilities.** L. Sunny Hansen. Information Series No. 93, VT 020 381, $2.50. Columbus, Ohio: Product Utilization Section, The Center for Vocational and Technical Education, 1973.
4. Cheshire, H. R. et al., "Teacher Preparation for Career Education In-Service Training Strategies," Statesboro, Georgia; Georgia Southern College, 1973.
5. Drier, Harry, et. al., **K-12 Guide for Integrating Career Development into Local Curriculum,** Worthington, Ohio: Charles A. Jones Publishing Company, 1972.
6. Stevenson, John B., **An Introduction to Career Education,** Worthington, Ohio: Charles A. Jones Publishing Company, 1973, Chapters 7, 9.
7. **For Those Developing World of Work Resource Units for Elementary School Teachers.** DeKalb, Illinois: ABLE Model Programs, Northern Illinois University, not dated. ED 062 519.
8. Washington County Board of Education, selected career education curriculum units, K-12, James Wilson, Career Education Project, Director, Hagerstown, Maryland, 1972-74.

Supplemental Materials:

1. **Introducing Career Education to Teachers: A Handbook for Consultants, Workshop Leaders, and Teacher Educators.** DeKalb, Illinois: ABLE Model Program, Northern Illinois University,, 1972. ED 067 487.
2. Peterson, Marla, **Bibliography of K-7 Career Education Materials for the Enrichment of Teacher and Counselor Competencies,** Charleston, Illinois: The Center for Educational Studies, Eastern Illinois University, 1972.
3. Wernick, Walter, **Teaching for Career Development in the Elementary School: A Life-Centered Approach,** Worthington, Ohio: Charles A. Jones Publishing Company, 1973. ED 078 204.

Unit VI Elementary School and Career Education Awarenss

Objectives:

6.1 Students will be able to name five categories of participants in a comprehensive career education program and describe briefly the major responsibilities of each.

6.2 Students will be able to describe, in writing, five specific ways in which the role of the elementary teacher may be altered, if effective career education is to be provided.

6.3 Given career development theories with application in the elementary school, students will select elements that support career education activities.

6.4 Given the rationale and support materials for installing career education, students will identify one practice for initiating curriculum change.

Learning Activities:

6.1 Assign reading on the selected resources for this lesson.

6.2 Divide the class into 3 or 4 small groups to discuss the following questions:

a. What is the role of the school in providing career education?

b. What should the teachers' role in career development be?

c. What responsibility does the teacher have in providing career education to the student?

6.3a Ask each teacher to observe a child both at play and work to determine the behaviors that would lead to successful career entry. Each teacher should prepare a list of observed behaviors, e.g. completes tasks, bullies others, is courteous, etc.

6.3b Ask each teacher to analyze the different career selections of two immediate family members and compare these results to one of the career development models.

6.4a Discuss professional practices that would facilitate the installation of a career education program:

a. Regular in-service meeting

b. Revision of existing curriclum materials

c. Professional visits to nearby career education activities

d. Reviewing of career education materials and resources

e. Reviewing of career education concepts, goals, materials, etc.

f. Learning career education terminology, e.g., infused unit, career development, career education units

6.4b As an introduction to this lesson, have teacher volunteers describe how they would install career education in their classroom.

6.4c Present selected career education units and devise a strategy for using the material in the classroom.

Curriculum Materials:

1. The Center for Vocational and Technical Education, **Abstracts of Staff Development Resources for Career Education,** Columbus, Ohio, The Ohio State University, 1973.

2. The Center for Vocational and Technical Education, "Staff Development Unit Installation Program for CCEM," Columbus, Ohio, The Ohio State University, May, 1972.

3. Gysbers, Norman C., Miller, Wilbur, and Moore, Earl J.(eds.) **Developing Careers in the Elementary Schools** Columbus, Ohio: Charles E. Merrill Publishing Company, 1973.

4. Norton, R. E., **Staff Development Guidelines for Comprehensive Career Education**, Columbus, Ohio: The Center for Vocational and Technical Education, the Ohio State University, 1972.

5. Tennyson, W. W., Soldahl, T. A., and Mueller, Charlotte, **The Teachers Role in Career Development.** Washington, D. C., National Vocational Guidance Association, 1965.

Supplemental Materials:

1. Barlow, Melvin L., "Vocational Education and The American Work Ethic," **American Vocational Journal,** Vol. 48, No. 1, January, 1973.

2. Gibson, Robert L., **Career Development in the Elementary School,** Columbus, Ohio: Charles E. Merrill Publishing Company, 1972.

3. Goldhammer, K. and Taylor,, R. E., **Career Education: Perspective and Promise,** Columbus, Ohio: Charles E. Merrill Publishing Co., 1972.

4. Hudson, R. H., "Teacher, Your Work Ethic is Showing," **American Vocational Journal,** Vol. 48, No. 1, January, 1973.

5. Turnbull, W. W. (ed.), **Proceedings of the Conference on Career Education,** Princeton, N. J.: Educational Testing Service, 1972.

Unit VII. Career Education: Junior High School and Career Education

Objectives:

7.1 Students will be knowledgeable about the philosophical foundations of the junior high school.

7.2 Students will be knowledeable about the role and functions of the junior high school in American public education.

7.3 Students will be knowledgable about the characteristics of adolescents enrolled in the junior high school.

7.4 Students will understand the compatability of career education concepts with the role and function of the junior high school.

7.5 Students will develop a conceptualization of the career education program in the junior high school.

7.6 Students will develop teaching and administrative strategies recommended for infusing career education into the junior high school.

Suggested Learning Activities:

7.1 — Have an outside speaker (junior high school curriculum specialist) speak on the issues in objectives 1-2. The class could then develop or modify the district's existing philosophy for junior high school so as to include the goals of career education.

7.3 Present some of the students basic career development needs to the class. In small groups, have the individuals take each major need identified and discuss it in comparison to what the felt need of their students are. (Use recently developed position paper on career development issued jointly by American Vocational Association and The National Vocational Guideline Association).

7.4 — 7.5 Have the class study the goals of career development and education across K-12 focusing on "exploration phase."

7.6a Have the class develop a set of guidelines for the development and valuation of Career Education Curriculum Units at grades 7-9. Activity and material for infusion question could be drawn from Elementary Module.

7.6b Have class develop infusion strategies by examining strategies employed in elementary career education.

Curriculum Materials:

1. Adams, W., "Career Education: Turn Students on in the Middle School and Junior High," **Agri. Education Magazine,** February 1973, 174-178.
2. American Personnel & Guidance Association, **Career Development and Career Guidance: A National Vocational Guidance Association Joint Position Paper,** Washington, D. C.: American Personnel & Guidance Association, 1973.
3. Dillon, R. D., "Teaching Relevant Junior High Vocational Courses: Nebraska," **Agricultural Education Magazine**, January 1971, 308.
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6. Reynolds, J. O., "Dayton Gangs Up On Career Orientation: Inter-Disciplinary Junior High School Program," **School Shop,** September 1970, 45-47.
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9. Stevenson, John B., **An Introduction to Career Education,** Worthington, Ohio: Charles A. Jones Publishing Company, 1973, Chapter 7.
10. Swain, E., "Training Program for Career Exploration Teachers: Program for Education and Career Exploration," **American Vocational Journal,** November 1971, 81-82.

Supplemental Materials:

1. Berch, J. A., "Middle School Pupils will Benefit from Personalized Vocational Courses," **Clearing House,** September 1972, 30-33.
2. DeBlassie, J., "Occupational Information in the Junior High School Curriculum," **Journal of Secondary Education,** October 1970, 269-274.
3. Daly, C. B., "Strange Things Happened on the Way to Learning! Career Unit Relates School Subjects to Work," **Industrial Education,** September 1972, 21-22.
4. Gysters, N. and Morre, E., "Guiding Career Exploration: Any Teacher Can," **Instructor,** February 1972, 52-53.
5. Hansen, L. S., "Model for Career Development Through Curriculum," Bibliog **Personnel and Guidance Journal,** December 1972, 243-250.
6. Koch, J. H., "Applied Systems Approach to Career Exploration," **Vocational Guidance Quarterly,** March 1972, 229-232.
7. Laramore, D., "Classroom Teacher in Career Education," **NASSP Bulletin,** March 1973, 93-103.
8. Nelson, C. L., "Planning for Student Needs: Symposium," **American Vocational Journal,** September 1972, 24-43.
9. Roberts, N. J., "Establishing a Need for a Vocational Guidance Program at the Elementary and Middle School Level," **Elementary School Guidance & Counseling,** May 1972, 252-257.

Unit VIII. Career Education: Senior High School and Career Education Implementation

Objectives:

8.1 Students will understand the basic principles, assumptions, and possible methods to be used for career education at the senior high school level.

8.2 Students will understand the various ways of developing career education units or materials for the delivery of career education at the senior high school level.

8.3 Students will understand the need for and the kind of self-information and occupational information necessary for youth to prepare for the world of work at the senior high level.

8.4 Students will understand the information delivery systems including human and non-human resources.

8.5 Students will have knowledge about the sources of occupational, educational, and personal-social materials.

Suggested Learning Activities:

8.1 Present a lecture, providing an overview for the unit on purposes, strategies, and material resources to implement career education.

8.2 Lecture on and discuss the methods of simulation (for example, role playing, gaming, and synthetic occupational environment).

8.3a Have class divide into "brain-storming" groups in which they attempt to determine ways in which they can help students to (a) differentiate occupational and educational alternatives; (b) understand the personal outcomes which might result from alternative actions.

8.3b Have small or large groups discuss ways in which teachers and counselors would be able to assist children and youths to consider the implications of career-related personal actions without destroying their self-confidence.

9.4a Have a member of the group explain the meaning of the statement: Obtaining career information involves a process rather than an act. Then open for discussion.

8.4b Divide into small groups to determine if each member understands the meaning of and potential uses of (a) publications, (b) audio-visual materials, (c) computer-mediated information, (d) programmed instruction, (e) planned programs, (f) personal contracts, (g) role-playing, (h) gaming, (i) synthetic environments, (j) simulated experiences, (k) reality testing, and (l) direct observation.

8.4c Have each small group discuss real situations in the world of work through the methods of direct observation, direct exploration, and actual work experiences. Then have each group report back to the larger membership.

8.4d Have class members visit the employment service and observe: job-bank; counseling; placement procedures; materials on occupational information; community or area occupational surveys.

8.5a Have the employment counselor from the local branch of the state employment service come in to:

(a) Discuss uses made of the computerized job bank.

(b) Administer the GATB and interpret the results.

(c) Familiarize members of the group with D. O. T. and its supplements, and how to use it in a counseling situation.

8.5b Have the class break into small groups to use the D.O.T., its supplements and the Occupational Outlook Handbook to answer questions such as: "I want to be a meteriologist but I don't know if I have the qualifications. Also, who hires them?"; "I want to be an archeologist but would like to know what their qualifications are so I can see if I can meet them." "I want to be an electronics technician. What kind of work does one do, what qualifications must one have, and who hires them?"

8.5c Have class members each write to 4 states—each member writing to different states —to obtain the qualifications for being licensed as barber, beautician, mortician, plumber, electrician, etc. Then, have them compare requirements for licensing for the same occupations in the various states.

8.5d Have class members obtain apprenticeship data from their State Agency handling apprenticeship—as to qualifications for the various apprenticable occupations. Then, invite members of the various local apprenticeship councils to speak to the group.

8.5e Have class members evaluate in their own school, the occupational, educational, and personal-social information according to criteria in Chapter 9 of Norris et al.

8.5f Have class members visit schools using VIEW or a computer-assisted information system and report back to the larger group. While in the schools talk to students, teachers, counselors, and others.

Curriculum Materials:

1. _____, _____, **Dictionary of Occupational Titles—3rd Ed.—Definitions of Titles.** Vol. I. Washington, D. C.: Superintendent of Documents, 1965.
2. _____, _____, **Dictionary of Occupational Titles—3rd Ed.—Occupational Classifications.** Vol. II. Washington, D. C., Superintendent of Documents, 1965.
3. _____, _____, **Selected Characteristics of Occupations.** (Physical Demands, Working conditions, training time). A Supplement to the Dictionary of Occupational Titles (3rd Edition). Washington, D. C.: Superintendent of Documents, 1966.
4. _____, _____, Bureau of Employment Security. **Suffix Codes for Jobs Defined in the Dictionary of Occupational Titles.** (3rd Edition). Washington, D. C.: Superintendent of Documents. February 1967.
5. _____, _____, Bureau of Labor Statistics. **Occupational Outlook Handbook.** (1972-1973 Edition). Washington, D. C.: Superintendent of Documents, 1972.
6. Aylor, K. E., "Peephole into the World of Work: Vocational Information Program," **American Education.** March 1971, 29-30.
7. Cassel, R. N. and T. Mehail, "Milwaukee Computerized Vocational Guidance System (VOCGUID)," **Vocational Guidance Quarterly,** March 1973, 206-213.
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9. Dixon, Curtis, "Career Education in the Secondary School," in **Career Education: Third Yearbook of the American Vocational Association,** edited by Joel Magisos, Washington, D. C.: American Vocational Association, 1973, 326-329.
10. Hollis, J. W. and Hollis, L. U., **Personalizing Information Processes,** New York: Macmillan Company, 1969.
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15. Rose, K. H., "Workable Occupations Unit," **School Counselor,** March 1970, 267-268.
16. U. S. Department of Labor, Manpower Administration, **Occupational Licensing and the Supply of Nonprofessional Manpower,** Washington, D. C.: Superintendent of Documents, Manpower Research Monograph No. 11, 1969.

Supplemental Materials:

1. Boss, R., "Portlands Personalized Education Program," **Educational Leadership**, February 1972, 405-407.
2. Drier, Harry N., "Career Development Activities Permeate Wisconsin Curriculum," **American Vocational Journal**, March, 1972, pp. 39-41.
3. Herr, Edwin L. "Guidance and Vocational Aspects of Education: Some Considerations." **Vocational Guidance Quarterly,** 17, 1969, 178-184.
4. _____, and Cramer, Stanley, H. **Vocational Guidance and Career Development in the Schools: Toward a Systems Approach.** Boston: Houghton Mifflin, 1972. (Chapters 1, 6-8, 11-12).
5. Stamps, B. J., "Career Education, Big D Style: Skyline Center," **American Vocational Journal,** March 1972, 42-44.
6. Stamps, B. J., "Dallas Skyline Center from Conception to Reality," **NASSP Bulletin,** March 1973, 82-88.

Unit IX. Career Education: Roles and Functions of School Personnel in Career Education

Objectives:

9.1 The students will be knowledgeable about various groups and individuals who could facilitate or impede the implementation of career education.

9.2 The students will be able to discuss the law of synergism and its application to groups working together for common goals in career education.

9.3 The student will be able to identify at least five groups which can directly support the implementation of career education.

Suggested Learning Activities:

9.1a Obtain materials from a career education project and extract the goals and objectives. With such a list in mind, divide the class into small groups to identify specific groups and individual roles which could facilitate or impede the development of career education programs.

9.1b Regroup the class and summarize the results of the discussion.

9.1c Have class members elaborate, in some form, on how they impede or contribute to career education, both in and out of school, in their home communities.

9.1d Have each class member work with - parents, in groups or individually, to inform them about and get them involved in career education, and report results to the rest of the class.

9.1e Have each class member develop plans and strategies for initiating a broad based career education program in their school community.

9.2a Discuss the importance of "team" approach and its importance for career education.

9.2b As a class activity, identify the goal statement and its attendant groups. Using the concept of "team" approach, identify the tasks various roles and groups would need to complete to achieve the desired goal/return. This could be achieved by using small discussion groups.

9.2c Discuss the implications of the following statements or slogans:

a. To be successful, career education must have teamwork.

b. Each person involved in career education makes basically the same contributions.

c. Attitudes are developed in the home.

d. Teachers should concern themselves only with the three R's.

9.3a In a brainstorming session, ask the class to list the identify of individuals or groups who can contribute to career education.

9.3b Involve students and others in discussion groups with class members regarding career education and their roles. (Perhaps two of each category would provide a good group).

9.3c Have each class member visit at least six community people (no duplications) to discuss career education and how they see their roles and responsibilities in career education.

9.3d Have each class member discuss wtih school building principals, at all levels, how they perceive the counselor's role in career education, the student's role, the parent's role, the teacher's role, and their own.

9.3e Have each class member discuss career education with at least six teachers and help them identify their roles and responsibilities in career education.

Curriculum Materials:

1. Adams, L., "Career Education as Related to Industrial Arts," **School and Community,** November 1972, 26-27.
2. Bottoms, G., "State Level Management for Career Education," **American Vocational Journal,** March 1972, 88-92.
3. Brown, D. et. al., "Career Education: The Counselor's Role," **School Counselor,** January 1973, 193-196.
4. Burkett, L. A., "Career Education: How Do Others Interpret the Concept," **American Vocational Journal.** March 1972, 9-10.
5. Carey, E. Neil, "Vocational Guidance for All: Is Differential Staffing the Answer?", **American Vocational Journal,** 45, 1970, 68-69.
6. Cross, A., "AVA Role in Career Education," **American Vocational Journal,** March 1972, 24.

7. Harris, R. G., "External Agencies: Roadblocks to Career Education," **Current Issues in Higher Education,** 27, 1972, 245-249.
8. Marland, Sidney P., "The School's Role in Career Education Development," **Educational Leadership,** December, 1972, 203-205.
9. Meyer, Robert S., "Career Education, An Opportunity for Counselors and Teachers to Work Together," **Guidelines for Pupil Services,** Wisconsin Department of Public Instruction, May 1973.
10. Meyer, Robert S., "The Parents' Role in Career Education," **Wisconsin P.T.A. Bulletin,** March 1973.
11. McLeod, P., 'Career Education: Parents and Teachers Role," **Man/Society/Technology,** April 1972, 214-217.
12. Steeb, R. V., "Role of Industrial Arts in Career Education," **Man/Society/Technology,** May 1972, 260-265.
13. Swanson, Gordon, "Career Education: Barriers to Implementation," **American Vocational Journal,** March 1972, 81-82.
14. Tennyson, W. W., **The Teacher's Role in Career Development,** Washington, D. C.: National Vocational Guidance Association, 1961.

Supplemental Materials:

1. Briggs, J. D., "What Will Career Education Demand of You?", **Industrial Education,** January 1973, 85-86.
2. Day, S. R., "Teachers' Influence on the Occupational Preferences of High School Students," **Vocational Guidance Quarterly,** 14, 1966, 215-219.
3. Gibson, R. L., **Career Development in the Elementary School,** Columbus, Ohio, Charles E. Merrill Publishing Company, 1972, Chapters 2,3.
4. Gysbers, N. C. and Moore, E. J., "Career Guidance: Program Content and Staff Responsibilities," **American Vocational Journal,** March 1972, 60-62.
5. Herr, E. L., "Uniquely Qualified to Divert the Dropout," **American Vocational Journal,** 43, 1968. 13-15.
6. Herr, Edwin L. and Cramer, Stanley, **Vocational Guidance and Career Development in the Schools: Toward a Systems Approach,** Boston: Haughton Mifflin, 1972, Chapters 7,12.
7. Higgins, F.; "Career Guidance Courses for the Teacher," **Times Educational Supplement,** (London), March 12, 1971, 43.
8. Knox, Kenneth, "Student Involvement in an Expanded Vocational Guidance Program," **School Counselor,** 32, 1969, 202-203.
9. Watley, D., "Students Decisions Influenced by Counselors and Teachers," **Vocational Guidance Quarterly,** 15, 1966, 36-40.
10. U. S. Nat'l Advisory Council on Vocational Education, "Career Preparation for Everyone, **Vocational Guidance Quarterly,** March 1972, 183-187.

Unit X. Career Education: Community Involvement Concept

Objectives:

10.1 Students will identify the need for community involvement in career education programs.

10.2 Students will identify the benefits to pupil educators, and the community that can accrue from community involvement in career education programs.

10.3 Students will summarize educator and citizen reactions to the use of community resources.

10.4 Students will identify ways of involving community resources in career education.

10.5 Students will review local administrative and board policies relative to the use of community resources in career education programs.

10.6 Students will explain the importance of proper coordination of community resources.

Suggested Learning Activities:

10.1 Briefly discuss how certain factors listed contribute to isolating youth from the community and work world. An alternative approach to this topic would be to first ask the group to identify factors that tend to cause isolation.

10.2 Start the discussion by asking participants to brainstorm the topic for about five minutes in groups of 2 or 3. Assign at least one group to brainstorm on each of the following:

a. Benefits to students
b. Benefits to educators
c. Benefits to the community

When time is up ask each group to compare their list with the benefits listed by others and to share with the entire group any new ones they come up with.

10.3 Summarize the reactions of educators toward the use of community resources in the schools.

10.4 To briefly introduce participants to several major keys for involving community resources in career education.

10.5 Depending on what type of presentation is popular with the students and which is most effective, explain local policies and procedures for obtaining local resources. Once policies and procedures are established and understood, explain the forms (if any) that are necessary to obtain the resources.

10.6 Briefly discuss the importance of coordinating community resources,, painting up possible problems arising from lack of coordination.

Curriculum Materials:

1. Burkett, L. A. "Career Education: How Do Others Interpret the Concepts?" **American Vocational Journal,** March 1972, 9-10.
2. Carey, E. N. and Marshall, H. E. "Community Resources for Career Education: Baltimore's McCormick Plan." **American Vocational Journal,** December 1973, 28-30.
3. Carricato, F. N. "Creating an Environment for Career Education." **NASSP Bulletin,** March 1973, 31-39.
4. Cheshire, H. R. and Woodall, T. E. "What Career Ed Means For Your District." **American School Board Journal,** June 1972, 31-32.
5. Hansen, Lorraine. **Career Guidance Practices in School and Community,** Washington, D. C.: American Personnel and Guidance Association, 1970.
6. Miller, W. C. "Career Education and the Curriculum Leader." **Educational Leadership,** November 1973, 153-155.
7. McLeod, P. "Career Education: Parents and Teachers Role," **Man/Society/Technology,** April 1972, 214-217.
8. Simpson, E. J. "Home as a Career Education Center." **Exceptional Child,** May 1973, 626-630.

Supplemental Materials:

1. Stevenson, John. **An Introduction to Career Education,** Worthington, Ohio: Charles Jones Publishing Company, 1973, Chapters 8,9.

Unit XI. Career Education: Procedure for Establishing and Implementing a Career Education Program

Objectives:

11.1 Students will be able to identify the advantages and disadvantages of using scientific management techniques, such as, PERT, CPM, GANTT, and Flowcharting.

11.2 Students will be able to become familiar with techniques of scientific management, especially PERT, NETWORKS and FLOWCHARTING.

11.3 Students will be able to identify both specific tasks and target dates to be accomplished in implementing a career education program.

11.4 Students will be able to develop a flow chart showing major steps to be followed in implementing career education.

11.5 Students will be able to develop a scientific management plan schematically based on flow chart or PERT principles in which local district personnel became involved in the educational change process and the development of a local career education program.

Suggested Learning Activities:

11.1a Discover through either a pre-test or preliminary class discussion, the extent to which students already are familiar with and have applied scientific management techniques, such as PERT and PPBS. Carry on a class discussion of the experience, good and bad, of the various individuals who have been involved in scientific management operations.

11.1b Review and discuss Hartley's "Limitations of Systems Analysis." A panel discussion might be organized or a debate on the pros and cons of systems analysis in education could be organized. The emphasis in this activity should be on the positive aspects and implications of systems analysis.

11.2 Review and discuss several flow chart models of PERT Networks which illustrate their application in education. The Wisconsin Career Preparation Model can be used for this purpose. Examples of locally developed plans should be examined and analyzed as a class activity. Ways of improving the various models or illustrations should be focus of the discussion.

11.3 As a class exercise, identify 20 or more steps to be taken in a hypothetical or real school district in implementing some phase of a career education program. Develop this into a case study as a class exercsie. The identification of roles, responsibilities, time requirements, and constraints should be part of this exercise. Students should follow up on the discussion by organizing the steps into a network of activities or a flow chart.

11.4a This is an individual student exercise, causing each student to make an application of techniques and procedures without assistance from others. Student should take hypothetical situation and develop a basic flow chart. The chart should employ appropriate charting techniques and indicate the sequence of activities to be followed. Time consideration for each step as well as for the final accomplishments of the entire project should be included.

11.4b A presentation of several of the flow charts developed in class can serve as a focal point for the class discussion and the final refinement of the techniques presented in this module.

11.5a Students organized into administrative teams, will develop a plan and visual chart showing how career education will be implemented in his or her school district.

11.5b The teams should be regrouped to allow individual students to present their plans to the class for critique.

11.5c Summarize the critiques of the individual plans as a review technique for the module

Curriculum Materials:

1. Cook, Desmond L., **Program Evaluation and Review Technique, Application in Education, Cooperative Research,** Monograph No. 17, U. S. Department of Health, Education and Welfare, 1966, 1-9.
2. Hartley, Harry J., "Limitations of Systems Analysis, **Phi Delta Kappan,** May 1969, 515-519.
3. Ristau, Robert A., "Administrative Leadership Through Planning," University of Wissin-Madison (mimeo), July 5, 1972.
4. Stradt, Ronald W., Raymond Bitt'e, Larry Kenneke, and Dennis Nystrom, **Managing Career Education Programs,** Prentice-Hall, 1973, 21-30.
5. U. S. Department of Health, Education and Welfare, **Career Education: A Handbook for Implementation,** U. S. Government Printing Office, 1972.

Supplemental Materials:

1. Churchman, C. West, The Systems Approach, Dell Publishing Co., New York, N. Y., 1968, VT 019923, 1-16.
2. Goldhammer, Keith and Robert Taylor. **Career Education Perspective and Promise,** Merrill Publishing Co., Columbus, Ohio, 1972, 293-296.
3. Hoyt, Kenneth, Ruppert Evans, Edward Mackin, and Garth Mangum. **Career Education: What It Is and How To Do It.** Olympus Publishing Company, Salt Lake City, 1972, 149-177.
4. Hussain, Khateeb, **Development of Information Systems for Education,** Prentice-Hall, New Jersey, 1968, 14-36.

Unit XII. Career Education: In-Service Training for Career Education

Objectives:

12.1 The student should have an awareness of the following characteristics of in-service preparations:

a. Programs are based on the identified needs and interests of staff.
b. Participants are involved in goals and objectives setting.
c. Staff inputs are sought and utilized in program design, development, and implementation.
d. Planned activities include active staff participation and provide opportunities for practice and application.
e. Programs start where previous experiences ended.
f. Needs assessment is both periodic and continuous.
g. All activities are evaluated for the purpose of improvement.

12.2 The student will understand that the basic principles of professional in-service education is to help people change their perceptions with respect to:

a. Changing goals of education—career education
b. Role of the classroom, home, school, and community
c. New curriculum content or modifications needed
d. Instructional, counseling, and guidance strategies needed
e. Nature of personnel and curriculum and guidance resources
f. Outcome to be achieved
g. Relationship of classroom to community in preparing program objectives, materials, learning experiences, evaluation of outcomes
h. Need for systematic review of past and present efforts in career education.

12.3 The student will understand the process of Planning testing and Implementing Career Education In-Service program.

Suggested Learning Activities:

12.1 Have small groups discuss the necessity and importance of the "Planning—Organization and Implementation phases of program development.

12.2a A suggested plan for accomplishing the Staff Development phase of a career education program is to design and utilize and effective staff in-service program. The major emphasis is the development of supportive instructional materials to prepare staff for the implementation of career education at the local level. The following activities are included: (1) an orientation to career education; (2) an initial preparation of teachers, counselors, and administrators for their roles in career education; and (3) on-going staff development and activities based on needs analysis.

12.2b Another step is to orient the staff members to their specific roles and responsibilities in the career education program. Teachers and other staff members who will also need an in-depth orientation about the specific units for which they are responsible.

12.2c This is followed by an initial individual needs assessment of all staff members. Although it is expected that many of the in-service needs can be anticipated, a careful assessment by each staff member of his needs and interests should result in a more relevant and individually tailored staff development program. This assessment should include curriculum unit related needs, as well as others that relate to staff functions within the career education program.

12.3a Have the class in small groups develop a simplified version of a planning model for their district.

12.3b Have the individuals describe a plan for in-service need assessment in their district:
Who?
Timing?
Extent?
Continual involvement?

12.3c Have the class determine a set of in-service education priorities so they view it from their local district perspective.

Curriculum Materials:

1. Baker, G. E., "Teacher's Role in Career Education," **School Shop,** November 1972, 35-37.
2. Cheshire, H. R., et al., "Teacher Preparation for Career Education In-Service Training Strategies," Statesboro, Georgia: Georgia Southern College, 1973.
3. Driers, H. N., "Career Development Activities Permeate Wisconsin Curriculum," **American Vocational Journal,** March 1972, 39-41.
4. Fessant, J. and Kenneke, L. J., "Delivery System for Industrial Career Exploration," **American Vocational Journal,** December 1973, 44-45.
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7. Hansen, Sonny L., "A Model for Career Development Through Curriculum," **Personnel and Guidance Journal,** December 1972, 243-250.
8. Keller, Louise J., **Career Education In-Service Training Guide,** Morristown, New Jersey: General Learning Corporation, 1972.
9. Koughnett, C. Van and Justiz, T. B., "Pontiac: Career Education Community," **American Vocational Journal,** March 1972, 37-38.
10. Morgan, J. C., "Career Exploration Emphasis of Career Education in the Middle School Grades," **Social Education,** October 1973, 509.
11. Swanson, G. J., "Career Education: Barriers to Implementation," **American Vocational Journal,** March 1972, 81-82.
12. Torp, D. T., "Career Education and the Existing Curriculum: Warren, Mich. Consolidated Schools," **School Shop,** April 1973, 86-87.
13. Laramore, D., "Career Education Concept Filters Down: Sonoma and Alameda Counties, **American Vocational Journal,** September 1972, 45-47.

Supplemental Materials:

1. Anne Arundel County Board of Education, Selected Career Education Curriculum Units K-12, Robert Jervis Career Education Project Director, Annapolis, Maryland, 1971-74.
2. Washington County Board of Education, Selected Career Education Curriculum Units K-12, James Wilson, Career Education Project Director, Hagerstown, Maryland, 1972-74.

Unit XIII. Career Education: Procedures for Personal Involvement in Career Education

Objectives:

13.1 Students will be able to identify techniques and processes by which different contributors to career education can discharge their responsibilities.

13.2 Students will be able to identify how staff and faculty can with existing resources develop a low cost career information system.

13.3 Students will be able to develop a strategy for using volunteers in career development activities.

13.4 Students will be able to demonstrate understandings of "Community-School Cooperative Approaches" by contacting a Community Service group to solicit and plan for its involvement in career education activities on a long term basis.

13.5 Students will be able to identify and describe three school-community activities for inclusion in a career education program.

Suggested Learning Actiities:

13.1 Invite an educator from a functioning career education project to explain roles and responsibilities of staff members.

13.2 Using a school counselor as discussion leaders, conduct small group discussion on inexpensive means of developing a career information system.

13.3a Invite a representative of the AFL-CIO or other union groups to discuss career development programs they sponsor.

13.3b Invite a local employer (businessman) to discuss ways in which employers would like to participate in career education activities.

13.3c Contact a potential resource person and plan for their participation in a career education activity.

13.3d Interview three parents to determine their willingness to assist with career education activities.

13.4a Have the teachers identify several civic groups, and interview the president of each group to determine career development activities they could support.

13.4b Career day at the plan — arrange for a visit to a local manufacturing plant to assess the number of different career opportunities and the skills needed for success. Don't focus on psychomotor and cognitive skills to the exclusion of skills in the affective domain.

13.4c Ask each teacher to develop a mini-career education activity that involves at least one community resource or volunteer.

13.5a Have class develop a manual in use of advisory groups in career education.

13.5b Ask the teacher to interview several parents and employers to determine their willingness to serve on advisory committees.

13.5c Ask teachers to develop a resource directory listing community resources; how to use them, who to call, and evaluation techniques.

Curriculum Materials:

1. Burt, S. M., "Involving the Community and Its Resources in the Comprehensive Career Education Model," Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, 1971.
2. The Center for Vocational and Technical Education, "A Program to Achieve Public Understanding of Comprehensive Career Education," Columbus, Ohio: The Ohio State University, 1971.
3. Clark, T. N., **Community Structure and Decision-Making Comparative Analysis,** San Francisco: Chandler Publishing Company, 1968.
4. Gibson, R. L., **Career Development in the Elementary School,** Columbus, Ohio: Charles E. Merrill Publishing Company, 1972. Chapters 2, 3.
5. "How to Initiate and Administer a Community Resource Volunteer Program," Minneapolis Public Schools, 1971.
6. Hoyt, K. B., "Vocational Guidance for All: New Kinds of Personnel Needed," **American Vocational Journal,** April 1970, 62-65.
7. Johnson, D. W., "Influence on Teacher's Acceptance of Change," **Elementary School Journal,** December 1969, 8.

8. Knapp, D. L. and J. H. Bedford, **The Parent Role in Career Development,** Washington, D. C.: American Vocational Association, 1967.
9. Knox, K., "Student Involvement in an Expanded Vocational Guidance Program," **School Counselor,** 1969, 202-203.
10. Norton, R. E. and J. Rolloff, **A Guide to the Coordination of Supportive Services for Vocational Education Students,** Fayettesville: College of Education, University of Arkansas, 1973.

Supplemental Materials:

1. Gysbers, N. C. et al., **Career Guidance Practice and Prospectives,** Worthington, Ohio: Charles A. Jones Publishing Company, 1973.
2. Harman, W. W. **Nature of Our Changing Society: Implications for Our Schools, Social and Technological Change.** Eugene Oregon: University of Oregon Press, 1970, Chapters 9, 11.
3. Stevenson, John B. **An Introduction to Career Education.** Worthington, Ohio: Charles E. Jones Publishing Company, 1973.
4. Tennyson, W. W. **The Teachers Role in Career Development.** Washington, D. C.: National Association, 1961.

Unit XIV. Career Education: Future Promise of Career Education

Objectives:

14.1 The student will be able to identify impinging factors at the federal, state, and local levels that may determine the future implementation and growth of career education.

14.2 The student will be able to identify significant local factors which are essential in the implementation of career education by focusing on the following areas:

- Attendance
- Attitudes
- Budget
- Facilities
- Resources
- Policies
- Staff
- Administration
- Parents
- Business
- Labor
- Para Professional

14.3 The student will be able to identify local in-service needs necessary to maintain and increase the committment to career education.

14.4 The student will be able to develop appropriate materials and/or strategies for informing the local community about career education and enlisting support for its continuation.

Suggested Learning Activities:

14.1a Conduct a class discussion of points on career education future and promise presented in Part IV, "Career Education: Promise," of **Career Education Perspective and Promise** (Goldhammer and Taylor). Include also appropriate information from Chapter 5, "Career Education: How To Get It," and Chapter 6, "Potential Contribution of Career Education," in **Career Education: What It Is and How To Do It** (Hoyt et al.).

14.1b Have small group discussion for the purpose of identifying local implactions of these federal and state factors for the future implementation of career education.

14.2 Have class in small groups prepare a 2 year general plan of action describing how the following items might be accomplished:

a. staffing
b. facilities
c. resources (field trips, student materials, etc.)
d. support staff
e. flexibility in instruction
f. flexibility in graduation requirements, etc.

14.3 Have students develop for administrative review a detailed list of staff in-service needs and a plan to meet these identified needs during the next 2 years.

14.4a Have students develop scripts for radio, slides and tapes for television, and articles for the local press to communicate the direction, value, and necessary support for the implementation and continuation of career education.

14.4b Have local legislators address the class on their concept and interest in career education.

14.4c Conduct a panel discussion on why career education is locally important and how it can be successful. Potential panel members could include the mayor, a school board member, school administrator, representatives from local labor, business, and industry.

Curriculum Materials:

1. Goldhammer, K. and Taylor R., **Career Education: Perspectives and Promise,** Columbus, Ohio: Charles E. Merrill Company, 1972, Part IV.
2. Hoyt, K. et al., **Career Education: What It Is and How To Do It,** Salt Lake City, Utah: Olympus Publishing Company, 1972, Chapters 5, 6.
3. Keller, L. **Career Education In-Service Training Guide,** Morristown, New Jersey: General Learning Corporation, 1972.
4. McCormick, R. D. and Wigtil, J., "Guidelines for Planning, Implementing, and Eavluating Career Development Programs K-12," Unpublished Report, Columbus, Ohio: Ohio State Department of Education, 1971.
5. Redir, Corinne, "Forward Plan for Career Education," Washington, D. C.: U. S. Government Printing Office, National Institute of Education, April 1973.

6. Stevenson, J., **An Introduction to Career Education,** Worthington, Ohio: Charles A. Jones Publishing Company, 1973, Chapter 9.
7. Venn, G., "Career Education In Perspective: Yesterday, Today, and Tomorrow," **NASSP Bulletin,** March 1973, 11-21.

Supplemental Materials:

1. Cheshire, H. R. and Woodall, T. E., "What Career Education Means for Your District," **American School Board Journal,** January 1973, 31-32.
2. Janssen, P. A., "Skyline: The School With Something for Everyone," **Saturday Review of Education,** December 1972, 37-40.
3. Rogers, D., "Vocational and Career Education: A Critique and Some New Directions," **Teachers College Record,** May 1973, 471-511.